



SHIRE OAK ACADEMY
TURNING POTENTIAL INTO EXCELLENCE

BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

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Chair of Governors	Jane Mole
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Signature	

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the Academy community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Keeping children safe in education - GOV.UK](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines an Academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the Academy to have a written behaviour policy and paragraph 10 requires the Academy to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online. This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Defiance in lessons, in corridors between lessons, and at break and lunchtimes
- Rudeness in lessons, in corridors between lessons, and at break and lunchtimes
- Work Ethic - Non-completion of classwork or homework
- Incorrect uniform including jewellery and make up

Serious misbehaviour is defined as:

- Repeated breaches of the Academy rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - sexual comments
 - sexual jokes or taunting
 - physical behaviour like interfering with clothes
 - On-line sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying of any kind is unacceptable and will not be tolerated at our Academy. At Shire Oak Academy, the safety and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and

it is our duty as a whole Academy community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole Academy community. We want to enable our students to become responsible citizens and prepare them for life in 21st century Britain. These values reflect those that will be expected of our students by society when they leave the Academy and enter the world of work or further study.

We are committed to improving our Academy's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

The processes employed have been written in conjunction with the Academy's safeguarding policy, exclusions policy and the sexual violence and sexual harassment guidance. They have also been devised in conjunction with the 'Getting Started' document produced by Stonewall.

Reporting bullying

STUDENTS WHO ARE BEING BULLIED: if a student is being bullied they are encouraged to not retaliate but tell someone they trust about it such as a friend, family member or trusted adult.

- Report to a teacher – such as form tutor, head of year, pastoral manager.
- Report to success centre staff
- Report bullying by
 - Emailing – smith.c@shireoakacademy.co.uk or dukes.a@shireoakacademy.co.uk
 - Texting – 07887942193
 - Phoning 07887942193
- Call Childline to speak with someone in confidence on 0800 1111

5. Reporting - Roles and responsibilities

Staff: All Academy staff, both teaching and non-teaching (for example lunch supervisors, caretakers) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the Academy's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the pastoral team. The heads of year and other pastoral staff are anti-bullying leads.

Senior Staff: The SLT, Senior Leads and Headteacher have overall responsibility for ensuring the anti-bullying policy is followed by all members of staff and that the Academy upholds its duty to promote the safety and well-being of all young people. In addition to the heads of year and other pastoral staff Mrs Smith is the Senior Leader responsible for anti-bullying.

Parents and Carers: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the Academy either in person, or by phoning or emailing the relevant Head of Year or member of Pastoral staff.

Students: Students should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the incident on Sims
- All incidents will be investigated fully
- Designated Academy staff will monitor incidents and information recorded on sims analysing and evaluating results.

- Designated Academy staff will produce regular reports summarising the information for the governing body
- Support will be offered to those who are the target of bullying from the pastoral team in the Academy.
- Staff will proactively respond to the bully who may require support from the pastoral team.
- Staff will assess whether parents and carers need to be involved.
- Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly where actions take place outside of the Academy.

Bullying outside of the Academy

Bullying is unacceptable and will not be tolerated whether it takes place inside or outside of the Academy. Bullying can take place on the way to and from the Academy, before or after Academy hours, at the weekend or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the Academy day. Staff, parents and carers, and students must be vigilant to bullying outside of the Academy and report and respond according to their responsibilities as outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying as listed in our definition of bullying. It will be challenged by staff and recorded and monitored on Sims and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in the Academy. This not only ensures that all incidents are dealt with accordingly, it also helps to prevent bullying as it enables targeted anti-bullying interventions.

Academy initiatives to prevent and tackle bullying

We use a variety of measures to prevent and tackle bullying including:

- The PSHE and life skills programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying.
- The MVP initiative provides specific lessons given by students to other students on bullying issues.
- Year group assemblies help to raise students' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the Academy. The Academy participates in events including anti-bullying week, Black History Month and LGBT History Month.
- The Academy values of equality and respect are embedded across the curriculum to ensure that it is as active as possible.
- Stereotypes are challenged by staff and students across the Academy
- Restorative justice initiatives are employed to provide support to targets of bullying and those who show bullying behaviour.
- Students are continually involved in developing Academy-wide anti-bullying initiatives through the Academy year group and house councils.

Training

The Headteacher is responsible for ensuring that all Academy staff, both teaching and non-teaching receive regular training on all aspects of the anti-bullying policy

Roles and responsibilities

The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents/Carers

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the Academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Student code of conduct

CODE OF CONDUCT

EXPECTATIONS OF STUDENTS

EXPECTATIONS OF STAFF

ASPIRATIONAL

I am ambitious and have high expectations of myself in all aspects of academy life

We have high expectations of all students and encourage everyone to be ambitious

+ SUCCESS

I am positive and strive for success so that I achieve in all aspects of academy life

We are positive and celebrate success and achievement with students

+ PARTICIPATION

I participate in all aspects of my learning inside and outside the classroom

We teach well planned and engaging lessons and facilitate wider opportunities for all

+ INTEGRITY

I speak and behave in a respectful manner to everyone

We model examples of respect to ensure effective relationships between staff and students

+ RESPONSIBILITY

I arrive prepared to learn and ensure everyone else is able to learn

We are prepared for our lessons and our positive attitude ensures everyone can learn

= EXCELLENCE

ASPIRATIONAL + SUCCESS + PARTICIPATION + INTEGRITY + RESPONSIBILITY = EXCELLENCE

////ASPIRE

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal Praise
- Praise points
- Above and Beyond awards
- Daily emails home to parents
- Special privileges/Vouchers
- Awards evenings

The Academy may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after the Academy day
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

We may use taking the student out of lessons in response to serious or persistent breaches of this policy. Students may be parked during lessons if they are disruptive and do not take the chances given to improve behaviour, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention will receive a longer detention and parents will be informed. If this is not attended then the student will be taken out of lessons.

We may use the Behaviour Support Unit (BSU) in response to serious or persistent breaches of this policy. Students in the BSU will be expected to complete the same work as they would in class.

The Behaviour Support Unit (BSU) is managed by the Pastoral Team, overseen by the Pastoral Deputy Headteacher

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- detention, time in the BSU or suspension

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

7.3 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the Academy, such as on an Academy trip or on the bus on the way to or from the Academy.

7.4 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the academy will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the academy (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The academy will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged and follow the Code of Conduct
- Display the Shire Oak Code of Conduct
- Stress and maintain their expectations using an expectations board in their classroom
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

At Shire Oak we have 12 members of staff who are trained in physical restraint.

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to Academy discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Student support

The Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The Academy's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Student transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other Academies.

10. Training

Our staff are provided with training on managing behaviour, including when they can use restraint and when they cannot annually during the Safeguarding level 1 training.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and local Governing Board every year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

Anti-bullying
Attendance and punctuality
Behaviour for Learning
Care and control of Students(including screening, searching and confiscation)
Child Protection and Safeguarding - including allegations against staff
Children with health conditions who cannot attend the Academy
COVID 19
Drugs
Exclusions
First Aid Policy
Gender Equality
Home-Academy Agreement
Personal Care
Preventing Radicalisation
Supporting students at the Academy with medical conditions
Transgender
Dealing with Racist incidents
Transition

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff

- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions and given every chance to get it right.
- Families are involved in behaviour incidents to foster good relationships between the Academy and students' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body and reviewed annually.